



Transitions Policy

Policy Statement

At Shine Bright ELC, we endeavour to plan smooth transitions for children, taking into account individual differences so that the transition is positive for all involved. We have implemented steps to help secure a successful transition for children.

Implementation of Policy

To achieve a smooth transition for children both as new members of the education and care service or when moving from one room to another, the following points have been highlighted:

- There needs to be discussion between educators and the nominated supervisor involved before the transition actually occurs to assess the child's readiness or to discuss transition process.
- Parents will be notified in writing about their child's proposed transition to a new room. Discussions are conducted with parents involved to ensure parents are comfortable with the transition. This is a great opportunity to introduce parents to the new teachers.
- Educators will have discussions with previous caregivers (where applicable) to gather as much information as possible to understand and respect the needs and interests of the transitioning child. When a new child is transitioning these conversations will occur with the family during the enrolment process.
- Before the actual move to the new room, the transitioning child will be given several visits to the new group. These visits will be determined by the child to ensure they are comfortable and that the transition is happening according to their needs. A transition form is to be completed during the transition process this is to be completed by educators and signed by the parent.
- Educators, team members will remain flexible and in tune with the needs of children and families involved.
- Transitions need to be included in the child's program and evaluation.
- The most important factor in transitioning is that the child feels comfortable, confident and relaxed in the new environment.
- Children that are moving from the education and care service to school will be supported by the education and care service in ways that include but are not limited

to:

- Providing a school readiness program that assists children begin to master those skills that are so important in their first years of schooling. E.g. listening skills and direction following, self-regulation and independent learning and the pre skills pre reading letter and name recognition, pre writing- hand strength and pencil manipulation and pre maths- number recognition, patterning, counting etc.
- Where possible the service will provide opportunities for the children to visit a “school” setting to become familiar with the differences between the care setting and the school.
- Providing transition statements to the school and the families outlining the child’s progress throughout their last year at the service so that their new educators can better support them in the school environment.

Policy Review

- The Transitions Policy must be reviewed every year or as any new information arises.
- During team meetings, staff will meet to discuss the effectiveness of the policy and make any changes deemed necessary.
- Families are encouraged to provide input and ideas to the service regarding the Transitions Policy.

Policy Sources / References

- Australian Children’s Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- Occupational Health and Safety Act 2004
- Children's Services Act 1996 ·
- Supervision in Children's Services. Putting Children First, the Newsletter of the National Childcare Accreditation Council (NCAC) Issue 15, p. 8-11.

LAST REVIEW DATE: SEPTEMBER 2017

NEXT REVIEW DATE: SEPTEMBER 2018